

**INDIANA DEPARTMENT OF EDUCATION  
SUPPLEMENTAL EDUCATIONAL SERVICES**

**2006-2007 COMPLIANCE AND ON-SITE MONITORING REPORT**

**FOR:**

**Specialty Tutoring**

| DOCUMENT ANALYSIS    |  | OBSERVATION                               |              | COMPLIANCE                       |  |
|----------------------|--|---|--------------|----------------------------------|--|
| Tutor Qualifications |  | Lesson matches original description       | Satisfactory | Criminal Background Checks       |  |
| Recruiting Materials |  | Instruction is clear                      | Satisfactory | Health/safety laws & regulations |  |
| Academic Program     |  | Time on task is appropriate               | Satisfactory | Financial viability              |  |
| Progress Reporting   |  | Instructor is appropriately knowledgeable | Satisfactory |                                  |  |
|                      |  | Student/instructor ratio: 2:1 or less     | Satisfactory |                                  |  |

**ACTION NEEDED:    NONE**

*(As per the on-site monitoring rubric instructions, while monitoring/ observation of SES providers is completed annually, document and compliance analysis is completed every two years. Since Specialty Tutoring's document and compliance analysis was completed during the 2005-2006 school year, only an observation was completed for the 2006-2007 school year).*

## On-site Monitoring Rubric OBSERVATION Components

**NAME OF PROVIDER:** Specialty Tutoring  
**SITE:** Village Elementary School (East Allen Cty. Schools)  
**TUTOR'S INITIALS (ALL TUTORS OBSERVED):** 3 tutors  
**NUMBER OF LESSONS OBSERVED:** 6

**DATE:** April 11, 2007  
**REVIEWERS:** MC/ST  
**TIME OF OBSERVATION:** 2:30-3:20 P.M.

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a mark of "Satisfactory" (S) or "Unsatisfactory" (U) for each component. Providers receiving a "U" in any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

| COMPONENT   | S | U | REVIEWER COMMENTS  |
|---|---|---|--|
| Lesson matches original description in provider application | X |   | Students worked in small groups (2:1 or less) and appeared to be grouped by ability (as described in the original application). In one group, students worked on a listening activity and then worked on a reading game. Students took turns reading words on cards, while the tutor provided strategies to help them improve their reading skills. At the end of the lesson, the tutor gave the students homework (as described in the original application). In another group, younger students worked on writing various types of letters (uppercase, lowercase) on a whiteboard. The students then shared their written letters with each other and provided assistance to one another with the tutor's help. Another group worked on phonics flashcards and practiced saying and reading phonics sounds, and then recognizing the sounds in pictures and written words. In the last group, students were required to describe a picture to the tutor using descriptive words. The teacher used questioning to help the students enhance their descriptions and use new vocabulary words to describe the picture. Instructors used a multi-sensory approach to engage students. Tutoring matched the description provided in the original application. |
| Instruction is clear  | X |   | Instructors offered multiple strategies to help students participate in activities and fully understand concepts. Various reading strategies were offered to students. Instructors provided clear guidance to help students follow directions and answer questions. Students appeared to know what was expected of them. The lessons seemed well-structured and fit the allotted timeframe well.   |
| Time on task is appropriate                                 | X |   | Students remained on task and engaged through the duration of the lessons observed. The tutors employed various techniques to ensure that students were interested in the lessons, including the use of games, questioning, and collaborative activities.  |
| Instructor is appropriately knowledgeable                   | X |   | All instructors had lesson plans that were closely followed. Instructors seemed knowledgeable of their students' academic levels and interests. Instructors employed a number of strategies and instructional techniques to help students understand concepts. When students did not know the answer or were struggling, tutors did not give students the answer but tried to help them reflect on prior knowledge to come up with the answer themselves.  |
|   | X |   | Matches the description in the provider's original application.  |

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|--|--|--|--|
| Student/instructor ratio: <u>2:1 or less</u> |  |  |  |
|--|--|--|--|